DOCUMENT RESUME

ED 370 402 FL 022 164

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TITLE Special Competition Bilingual Enrichment Academic Russian Program. Final Evaluation Report, 1992-93. OREA Report.
INSTITUTION New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE 13 Sep 93
CONTRACT G008525030
NOTE 50p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Attendance Patterns; *Bilingual Education Programs; *Business Education; Career Awareness; *English (Second Language); High Schools; Inservice Teacher Education; Language Attitudes; Limited English Speaking; Mathematics Instruction; *Native Language Instruction; Parent Participation; Private Schools; Program Evaluation; Public Schools; *Russian; Scheduling; School Business Relationship; School Community Relationship; Science Instruction; Second Language Instruction; Social Studies; Staff Development; Standardized Tests; State Standards
IDENTIFIERS New York City Board of Education

ABSTRACT

Special Competition Bilingual Enrichment Academic Russian Program is a federally-funded program that served 623 native Russian-speaking, limited-English-proficient (LEP) students in nine public and two private high schools in New York City in 1992-93, its first year of operation. Students received instruction in English as a second language (ESL), native language arts (NLA), mathematics, science, social studies, and business skills. Staff development and parental involvement and educational activities were also important program components. The program met all objectives in ESL, NLA, student performance on state competency and achievement tests, mathematics, science, social studies, business, career awareness, attitudes toward the Russian language, attendance, and parental involvement. Recommendations for program improvement include: exploration of additional techniques to increase student subject area skills at selected sites, possibly by augmenting peer and paraprofessional tutoring and through computer instruction; development of ties with business and community organizations and enlist their support; and holding parent involvement activities at locations and times more convenient for parents. (Author/MSE)

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ED 370 402

OREA Report

Special Competition
Bilingual Enrichment Academic Russian Program
Transitional Bilingual Education Grant G008525030
FINAL EVALUATION REPORT
1992-93

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Special Competition
Bilingual Enrichment Academic Russian Program
Transitional Bilingual Education Grant G008525030
FINAL EVALUATION REPORT
1992-93

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EXECUTIVE SUMMARY

Special Competition Bilingual Enrichment Academic Russian Program was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project in its first year of operation in 1992-93. The project functioned at nine public high schools (Abraham Lincoln, Franklin D. Roosevelt, James Madison, New Utrecht, Lafayette, Edward R. Murrow, and South Shore High Schools in Brooklyn and Forest Hills and Richmond Hill High Schools in Queens) and two private high schools (Harama and Be'er Hagola Yeshivas in Brooklyn). The project served a total of 623 students of limited English proficiency (LEP). Participating students received instruction in English as a second language (E.S.L.); native language arts (N.L.A.); and the content areas of mathematics, science, social studies, and business skills.

Teachers of participating students had the opportunity to attend monthly staff development workshops.

The project sought to establish an active parental component, which included bilingual workshops and courses in bilingual education at the City University of New York (CUNY), but found it difficult to elicit participation.

The project met all its objectives: E.S.L.; Russian N.L.A.; student performance on Regents Competency Tests (R.C.T.s) and Regents examinations; the content area subjects of mathematics, science, social studies, and business; career awareness; attitude toward Russian language; attendance; and parental involvement.

The conclusions, based on the findings of this evaluation lead to the following recommendations:

- Explore additional techniques to increase students' acquisition of skills in mathematics, science, and social studies at those sites where a smaller percentage than expected passed their courses in these areas. Consider augmenting a peer- and paraprofessional-tutoring program to work with students during study halls or outside school hours. Consider also initiating a program of computer-assisted instruction.

- Explore ways to develop ties with business and community organizations and enlist their support in the career program component as stated in the proposal.

- Consider holding some parental involvement activities at sites closer to the homes of potential participants and at times more convenient to their schedules.

ACKNOWLEDGMENTS

This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Educational Research. Thanks are due to Ms. Jyoti Ranadive for collecting the data and writing the report.

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I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the Elementary and Secondary Education act (E.S.E.A.) Title VII-funded project, Special Competition Bilingual Enrichment Academic Russian Program.

PROJECT CONTEXT

The program served Russian-speaking students of limited English proficiency (LEP) at nine public and two private high schools in Brooklyn and Queens. The public schools were Abraham Lincoln, Franklin D. Roosevelt, Madison, New Utrecht, Lafayette, Edward R. Murrow, and South Shore High Schools in Brooklyn and Forest Hills and Richmond Hill High Schools in Queens. The two private schools were Harama and Ber'er Hagola Yeshivas in Brooklyn. It is estimated that more than 50 percent of all the Russians immigrating to the United Sates live in New York City, and over 75 percent of them live in Brooklyn and Queens, where the project sites are located.

Of 2,317 students registered at Abraham Lincoln High School during the 1992-93 school year, 45.0 percent (1,043) were European-American, 26.5 percent (614) were African-American, 19.0 percent (440) were Latino, and 10 percent (219) were Asian-American.* Almost a quarter (24 percent) were LEP, and nearly half (45 percent) came from low-income families.

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*Percentage may not total 100 because of rounding or ambiguous data.

Of the 3,528 students registered at Franklin D. Roosevelt High School, 43.7 percent (1,542) were European-American, 28.7 percent (1,014) were Latino, 19.6 percent (690) were Asian-American, and 7.8 percent (276) were African-American. Of these students, 30 percent were LEP, and 35 percent came from low-income families.*

Of the 2,846 students enrolled at James Madison High School, 48.6 percent (1,383) were European-American, 31.1 percent (884) were African-American, 11.5 percent (328) were Latino, and 8.6 percent (246) were Asian-American.* Fifteen percent were LEP and 25 percent came from low-income families.

Of a total of 2,674 students enrolled at New Utrecht High School, 53.4 percent (1,428) were European-American, 20.6 percent (551) were African-American, 13.4 percent (359) were Latino, and 11.1 percent (298) were Asian-American.* Of these students, 13 percent were LEP and 25 percent came from low-income households.

At Lafayette High School, 2,680 students were registered for the year under review. Of those, 35 percent (939) were African-American, 30.5 percent (818) were European-American, 19.1 percent (513) were Latino, 14.1 percent (406) were Asian-American, and 0.1 percent (4) were Native American.* Sixteen percent (438) were LEP and 20 percent came from low-income families.

Of the 3,216 students registered at South Shore High School in the year under review, 46.4 percent (1,493) were African-American, 43.1 percent (1,387) were

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*Percentage may not total 100 because of rounding or ambiguous data.

European-American, 7.4 percent (237) were Latino, 3.0 percent (95) were Asian-American, and 0.1 percent (4) were Native-American.

Of the 3,409 students at Edward Murrow High School, 46.7 percent (1,592) were European-American, 23.7 percent (808) were African-American, 15.6 percent (533) were Latino, and 14.0 percent (476) were Asian-American. Eleven percent of the student population was LEP, and 20 percent came from low-income families.

Of the 2,911 students at Forest Hills High School, 47.1 percent (1,371) were European-American, 23.5 percent (683) were Asian-American, 19.2 percent (558) were Latino, and 10.0 percent (291) were African-American.* Fourteen percent were LEP and 16 percent came from low-income families.

Of the 2,417 students registered at Richmond Hill High School, 37.2 percent (898) were Latino, 24.2 percent (578) were European-American, 21.0 percent (508) were Asian-American, and 14.0 percent (338) were African-American.* Twelve percent of the students were LEP and 34 percent came from low-income families.

An OREA evaluator visited Franklin D. Roosevelt High School in Brooklyn. The building was large and in good condition. The classrooms were bright and spacious, and student work was displayed on bulletin boards. Although the halls were crowded, students were orderly. An OREA consultant also visited Abraham Lincoln High School. Posters, maps, and student displays were exhibited on the walls. The school was well maintained, and the classrooms were roomy and cheerful.

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*Percentages may not total 100 because of rounding or ambiguous data.

STUDENT CHARACTERISTICS

The project served a total of 623 LEP students in grades nine through twelve. (See Table 1.) Students were classified as LEP if they scored at or below the 40th percentile on the Language Assessment Battery (LAB). All students had Russian as their native language. Male students numbered 300 (48.2 percent), female 323 (51.8 percent).

All of the participating students were born in former Soviet Union. Most (95.7 percent) came from low-income families and were eligible for the free-lunch program.

TABLE 1

Number of Students in Special Competition Bilingual Enrichment Academic Russian Program, by Site

Site	9	10	11	12	Total
Abraham Lincoln	31	19			50
Franklin D.Roosevelt	42	18			60
James Madison	22	9			31
New Utrecht	37	34	28	7	106
Lafayette	26	19	23	19	87
South Shore	7	3			10
Edward Murrow	55	47	27	20	149
Forest Hills	18	32			50
Richmond Hill	2	4	5	6	17
Harama	13	1			14
Be'er Hagola	36	12	1		49
Total	289	198	84	52	623

Needs Assessment

Before instituting this program, the principals of the selected schools conducted a needs assessment of the targeted LEP students, their families, and the staff who would serve them. The data obtained from this study indicated three primary needs: (1) to assist LEP students in achieving competence in English while mastering subjects such as mathematics and science to help them graduate; (2) to offer students the skills necessary for gainful employment, and (3) to involve parents of participating students in the education of their children, thus helping to insure their success.

PROJECT OBJECTIVES

Student Objectives

- Seventy-five percent of the participating students will improve their English language skills in understanding, reading, writing, and speaking, as measured by the Language Assessment Battery.
- Seventy-five percent of the enrolled students will demonstrate significant achievement in Russian by passing teacher-made tests.
- Seventy-five percent of the project students who take the Regents Competency test will pass the Regents exam in Russian.
- Eighty-five percent of the students will pass each subject in the content areas of mathematics, science, and social studies at the end of each semester, securing 65 percent or more as measured by teacher-made tests.
- In each of the content areas of mathematics, social science, and social studies, 75 percent of the project students who take the examination will pass the Regents Competency Test.
- Seventy-five of the project students will secure a passing grade of 65 or more in business subjects.

- Seventy-five percent of the participating students will demonstrate awareness of career choices and professional requirements as measured by a student assessment form.

- Seventy-five percent of the students will develop a more positive attitude toward the Russian language.

- The attendance rate of project students will be equal to that of the school as a whole.

- At least 75 percent of the project students who are enrolled in their senior year will graduate from high school at the end of the year.

Parent Involvement Objectives

- Seventy percent of parents of participating Russian LEP students will have an improved involvement and understanding of their children's educational needs and career goals as result of participating in advisory council meetings, bilingual workshops, City University of New York bilingual education courses, or individual advisement sessions offered by project staff.

- At least five parents of Russian LEP students will take some of the six college credits required in order to serve as bilingual paraprofessionals.

- At least 30 parents and/or teachers, as measured by attendance records, will attend at least one of three workshops the project will offer on careers in bilingual education.

PROJECT IMPLEMENTATION

During the 1992-93 school year, the project provided instructional and support services to 623 Russian-speaking students and their families. The project's main goal was to promote the acquisition of language and content area skills by LEP students while introducing the skills necessary for gainful employment.

Abraham Lincoln, Franklin D. Roosevelt, and Forest Hills High Schools offered content area subjects 70 percent of the time in Russian and 30 percent of the time in

English. At James Madison, New Utrecht, Lafayette, Edward R. Murrow, and South Shore High Schools, the content areas were taught 75 percent of the time in Russian and 25 percent of the time in English.

The project offered parental involvement activities such as advisory council meetings, a workshop on AIDS education, trips, and food festivals. The project also provided reimbursement to three parents for college credits.

In-service staff development activities such as conferences, seminars, and workshops were concerned with the Russian bilingual curriculum and curriculum development for AIDS education.

Materials Methods, and Techniques

The project offered English as a second language (E.S.L.) at beginning and intermediate levels, and native language arts (N.L.A.) at intermediate and advanced levels. At the beginning of the year, the teachers emphasized bilingual instructional methodologies in the content areas: the material was first presented in Russian and then repeated in English. This enabled students to acquire concepts and practice emerging skills in English. As the year progressed, teachers made the transition to greater use of English instruction using E.S.L. methodologies.

Teachers of participating students used a variety of strategies and techniques, including cooperative learning, peer tutoring, and content-based and whole language approaches.

In N.L.A. classes, students saw films and attended plays, recitals, and lectures presented by a variety of performers and by professors of Russian literature.

Project participants from Lincoln, Madison, Franklin D. Roosevelt, South Shore, and Forest Hills High Schools participated in the 11th Annual Russian Essay Competition and the Bilingual Oratory Olympics in Russian. All nine participants from Franklin D. Roosevelt High School won medals, including gold and silver medals at the Russian Language Olympiada and gold and bronze medals in the second round of the Russian contest held in Moscow. Participants from New Utrecht, South Shore, and Forest Hills High Schools also excelled.

Participants interested in education and the teaching profession were offered the opportunity to intern at P.S. 100 in Queens. Students from Abraham Lincoln High School also taught Russian to elementary classes as part of the career education component.

Project students traveled to the New York City Job and Career Center to explore career choices and opportunities. At Kingsborough Community College, students were offered an orientation in career choices and attended a special presentation by the U.S. Marine and Fisheries Department on career opportunities. Madison High School held an orientation session for project parents and students on career opportunities in medicine, law, and computers. The project also invited guests to speak on science topics.

For a list of instructional materials used in the project, please see Appendix A.

Capacity Building

Next year, tax-levy funds will assume the cost of curriculum development, training sessions for staff and parents, field trips, and films.

Staff Qualifications

Title VII staff. The project director, one resource specialist, three paraprofessionals, and a secretary were fully funded by Title VII. Another resource specialist was partially funded by Title VII and partially by Chapter I tax-levy funds. For a description of staff degrees and language proficiencies (teaching or communicative*), see Table 2.

TABLE 2

Project Staff Qualifications

Position Title	Degree(s)	Language Competence
Project Director	M.A.	Russian TP Spanish TP Polish TP Yiddish TP
Resource teacher guidance	M.A.	Russian TP Ukrainian CP Yiddish CP
Resource specialist	B.A.	Russian TP
Paraprofessional	B.A.	Russian TP
Paraprofessional	B.A.	Russian TP
Paraprofessional	B.A.	Russian TP
Secretary	A.A.S.	

*Teaching proficiency (TP is defined as the ability to use LEP students' native language in teaching language arts of other academic subjects. Communicative proficiency (CP) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language.

The project director's responsibilities included supervising and coordinating activities, selecting and training staff, and providing OREA with evaluation data.

The resource specialists' responsibilities were to assist classroom teachers in the development and implementation of instructional activities, provide in-service training to teachers, help plan activities for parents of participating students, and select instructional material. The resource specialists also acted as advisors to each school's Bilingual Parent Advisory Committee (BPAC), and provided guidance and career counseling to the target student population.

The guidance teacher and the paraprofessionals worked with students individually or in groups as the need arose.

Other staff. Tax-levy funds paid the salaries of the 20 classroom teachers and one bilingual guidance counselor who provided services to project students. (For qualifications, please see Table 3).

All teachers taught in the subject areas in which they were certified.

TABLE 3

Qualifications of Other Staff Serving Project Students

Title	Degree(s)	Certification	Language Competence
20 Teachers	4 M.A. 11 B.A. 5 B.S.	5 E.S.L. 16 Russian 3 Biology 3 Social Studies 3 Mathematics	20 Russian TP
1 Guidance Counselor	M.A.	Bil. Guidance Counselor	Russian TP

Staff Development. Teachers and project staff participated in a series of monthly workshops on staff responsibilities and curriculum development. Two staff members took college courses.

Instructional Time Spent on Particular Tasks

See Appendix B for examples of class schedules.

Length of Time Participants Received Instruction

Students had a mean of 8.5 years (s.d.=1.1) of education in a non-English-speaking school system and 1.4 years (s.d.=0.8) of education in the United States. The median time students participated in the project was 9 months.

Activities to Improve Pre-referral Evaluation Procedures for Exceptional Children

Teachers referred those students thought to be in need of special education services to the School-Based Support Team (S.B.S.T.) for evaluation. Russian bilingual teachers translated as necessary. The two parochial schools referred students thought to be in need of special education to the Board of Education of the City of New York. Gifted and talented students were identified by teacher judgment and course grades.

Instructional Services for Students with Special Needs

The project offered individual tutoring by teachers and paraprofessionals as well as peer tutoring. Students were encouraged to participate in extracurricular activities and to take advanced placement courses in the mainstream. They also were given special assignments in creative writing and were offered special science courses.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

The parents of participating students were involved in a number of project-sponsored activities, such as workshops, a Parents' Institute, a conference given by the New York State Association for Bilingual Education (SABE), E.S.L. classes, and field trips. Three parents from Forest Hills, Abraham Lincoln, and Franklin D. Roosevelt High Schools took courses at Adelphi College in order to serve as paraprofessionals. Their tuition was paid by the project.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Project Group's Educational Progress as Compared to That of an Appropriate Non-Project Group

OREA used a gap reduction design to evaluate the effect of language instruction on project students' performance on standardized tests. Because of the difficulty in finding a valid comparison group, OREA used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no pretest data on students who entered the program late; therefore, posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB, the New York State Regents in Russian, and the Regents Competency Test (R.C.T.) are used throughout New York City to assess the growth of English, Russian, mathematics, science, and social studies skills in populations similar to those served by the Special Competition Bilingual Enrichment Academic Russian Program.

INSTRUMENTS OF MEASUREMENT

OREA compared pre- and posttest scores on the LAB to assess the E.S.L. objective, and examined grades on the Russian Regents to assess the N.L.A. objective. To assess the objective for content area subjects, OREA used R.C.T. scores and final course grades, as specified in the objective.

All students were tested at the appropriate grade level. The languages of the LAB and Russian R.C.T. were determined by the tests themselves, whereas the language of the R.C.T. was determined by the language in which the students received instruction in mathematics, science, and social studies.

According to the publishers' test manuals, all standardized tests used to gauge project students' progress are valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is confirmed by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To support reliability, the Kuder-Richardson Formula 20 (KR20) coefficients and standard errors of measurement (SEM) are reported by grade and by form for each subtest and total test. Grade reliability coefficients, based on the performance of LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

To assess the growth of cultural pride, OREA developed a Likert-type questionnaire which project personnel administered to all participating students (See

Appendix C.) A Likert scale typically employs five choices expressing different degrees of agreement or disagreement.

In order to assess the career education/exploration objectives, project personnel distributed an OREA-developed Likert-type questionnaire (see Appendix C).

Another OREA-developed Likert-type questionnaire was used to assess the parental involvement objective for improved understanding of their child's educational needs and goals. (See Appendix C).

DATA COLLECTION AND ANALYSIS

Data Collection

To gather qualitative data, an OREA evaluation consultant carried out on-site and telephone interviews with the project director several times during the school year and also observed two classes on each of two visits. The project evaluator collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper Administration of Instruments

Qualified personnel received training in testing procedures and administered the tests. Test administrators followed guidelines set forth in the manuals

accompanying standardized tests. Time limits for subtests were adhered to; directions were given exactly as presented in the manual.

Testing at Twelve-Month Intervals

Standardized tests were given at 12-month intervals, following published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OREA. Data collectors, processors, and analysts were unbiased and had no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. To determine the proportion of students showing gains in English-language proficiency, OREA computed the percentage of students with pretest/posttest gains on the LAB. To assess the significance of students' achievement in English, OREA computed a correlated *t*-test on the LAB N.C.E. scores. The *t*-test determined whether the difference between the pre- and posttest scores was significantly greater than would be expected from chance variation alone.

The only possible threat to the validity of any of the above instruments might be that LAB norms were based on the performance of English proficient (EP) rather than LEP students. Since OREA was examining gains, however, this threat was inconsequential—the choice of norming groups should not affect the existence of gains.

PARTICIPANTS' EDUCATIONAL PROGRESS

The project carried out all instructional activities outlined in its original design.

Participants' Progress in English

Throughout the school year, students had ample opportunity to develop their English language skills.

An OREA consultant observed two beginning level E.S.L. classes. Teachers used drill and repetition in both classes. Students volunteered responses, although it was not clear that all the students understood all the questions the teacher was asking; there were many different levels of comprehension and competence among the students. No paraprofessional was present in the first class observed. The second class had a paraprofessional, who distributed materials and explained the instructions in English. The students in this class were divided into five groups. The teacher distributed a photocopied passage and pictures to each group and asked the students to arrange the pictures in the correct sequence according to the passage.

The evaluation objective for English as a second language was:

- Seventy-five percent of the participating students will improve their English language skills in understanding, reading, writing, and speaking, as measured by the Language Assessment Battery.

There were complete pre- and posttest scores on the LAB for 350 students from grades nine through twelve. (See Table 3.) The mean gain for these students was 16.1 N.C.E.s. This was an extremely large gain and was statistically significant ($p<.05$).

TABLE 4

Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery (LAB), by Site

High School	Total number of project students	Number of students for whom data were available	Pretest		Posttest		Difference		*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
Abraham Lincoln	50	45	9.5	11.5	20.2	19.4	10.7	15.9	4.53*
Franklin D. Roosevelt	60	44	11.0	13.4	28.5	17.2	17.5	15.1	7.68*
James Madison	31	23	12.2	11.7	46.1	21.2	34.0	22.6	7.21*
New Utrecht	106	48	14.7	14.9	29.2	20.2	14.5	17.8	5.63*
Lafayette	87	47	19.1	20.6	32.5	25.2	13.4	21.4	4.29*
South Shore	10	8	13.9	14.9	23.3	18.6	9.4	15.1	1.76
Edward R. Murrow	149	75	27.7	12.2	49.8	17.7	22.1	16.1	11.89*
Forest Hills	50	43	2.9	4.6	10.8	13.0	7.7	10.9	4.77*
Richmond Hill	17	17	14.2	14.0	25.9	21.4	11.6	12.4	3.87*
Harama	14	--	--	--	--	--	--	--	--
Be'er Hagola	49	--	--	--	--	--	--	--	--
Total	623	350	15.3	15.6	31.4	22.9	16.1	17.9	16.81*

*$p<.05$

- Students at all sites but one and overall had substantial and significant gains on the LAB. Significance at the one site may not have been attainable because of the small N.

Overall, 78.9 percent the students for whom data were available demonstrated an increase from pretest to posttest.

The project met its objective for English as a second language.

Participants' Progress in Native Language Arts

South Shore and Richmond Hill High Schools and Harama Yeshiva did not have a Russian bilingual teacher for content area instruction, since the total number of students in any one grade was less than 20. A Russian bilingual paraprofessional rendered part-time service (two days a week). This paraprofessional served project students at Lafayette High School the rest of the time.

The OREA consultant observed a Russian literature lesson based on a biography of Leo Tolstoy. No paraprofessional was present in the class. The role-played a section of the biography. They worked on pairs, with one student portraying a reporter interviewing Tolstoy and the other portraying the author. The students had also drawn pictures of Tolstoy's living room, based on descriptions of it in the biography. The lesson was stimulating, and students were very involved.

The project proposed two N.L.A. objectives:

- Seventy-five percent of the enrolled students will demonstrate significant achievement in Russian as measured by teacher-made tests.

More than 90 percent of the students passed their Russian N.L.A. courses both semesters, although the percentage of those passing decreased from 94.8 in the fall to 90.7 in the spring. (See Table 5.) The project director reported that peer tutoring

and additional small group instruction by Russian bilingual paraprofessionals will be provided next year, particularly at those sites without bilingual content area teachers.

The project met its N.L.A. objective for earning passing grades in N.L.A.

TABLE 5

Passing Grades in Native Language Arts, by Site

School	Fall		Spring	
	Number Enrolled	Percent Passing	Number Enrolled	Percent Passing
Abraham Lincoln	7	100.0	--	--
Franklin D.Roosevelt	26	92.3	17	94.1
James Madison	4	100.0	3	100.0
New Utrecht	64	96.9	70	92.9
Lafayette	78	87.2	72	75.0
South Shore	--	--	--	--
Edward Murrow	80	97.5	68	98.5
Forest Hills	50	100.0	49	98.0
Richmond Hill	--	--	--	--
Harama	--	--	--	--
Be'er Hagola	--	--	--	--
Total	309	94.8	279	90.7

- At least 75 percent of participating students passed their N.L.A. classes at all reporting sites.

- Seventy-five percent of the project students who take the Regents test will pass the Regents exam in Russian.

The project reported scores for 54 students who took the Russian Regents examination. All passed.

The project met its N.L.A. objective for passing the Russian Regents examination.

LEP Participants' Academic Achievement

At the beginning of the year, the teachers emphasized bilingual instructional methodologies in the content areas. The material was first presented in Russian, and the students gave the corresponding words in English. This enabled them to acquire concepts and practice emerging English skills. As the year progressed, teachers made the transition to greater use of English in instruction through E.S.L. methodologies.

Teachers of participating students used many of strategies and techniques, including cooperative learning, peer tutoring, and content-based and whole language approaches.

An OREA consultant observed a tenth-grade social studies class. The teacher distributed a photocopied passage she had translated from English into Russian entitled "Is the Relationship Between War and Technology Always Beneficial to Humanity?" The lesson was to build vocabulary.

The project proposed four objectives for content area subjects:

- Eighty-five percent of the students will pass each subject in the content areas of mathematics, science, and social studies at the end of each semester, securing 65 percent or more as measured by the school final exam.

Overall, in all subject areas and at all sites, more than 85 percent of the students received passing grades. (See Tables 6a,b, and c.)

The project met its objective overall, but failed to meet it at Lafayette and South Shore High Schools in mathematics, science, and social studies; at Abraham Lincoln and Franklin D. Roosevelt High Schools in mathematics; at Richmond Hill and New Utrecht High Schools in science; and at Richmond Hill High School in social studies.

The project met its final course grade content area objective.

TABLE 6a

Passing Grades in Content Area Courses
(Mathematics), by Site

School	Fall		Spring	
	Number Enrolled	Percent Passing	Number Enrolled	Percent Passing
Abraham Lincoln	42	100.0	47	78.7
Franklin D.Roosevelt	58	84.5	55	83.6
James Madison	31	83.9	30	86.7
New Utrecht	88	77.3	92	87.0
Lafayette	70	72.9	72	76.4
South Shore	10	60.0	9	66.7
Edward Murrow	138	95.7	129	99.2
Forest Hills	50	94.0	48	91.7
Richmond Hill	14	92.9	14	85.7
Harama	14	85.7	14	92.9
Be'er Hagola	48	87.5	47	91.5
Total	563	86.7	557	88.0

- Except at three high schools in the fall and three in the spring, over 85 percent of project students passed their content area courses in mathematics.

TABLE 6b

Passing Grades in Content Area Courses
(Science), by Site

School	Fall		Spring	
	Number Enrolled	Percent Passing	Number Enrolled	Percent Passing
Abraham Lincoln	39	92.3	33	90.9
Franklin D.Roosevelt	54	88.9	54	87.0
James Madison	28	96.4	30	93.3
New Utrecht	61	90.2	78	79.5
Lafayette	39	66.7	51	74.5
South Shore	10	50.0	10	70.0
Edward Murrow	140	91.4	130	100.0
Forest Hills	50	78.0	49	91.8
Richmond Hill	7	57.1	9	77.8
Harama	14	92.9	14	92.9
Be'er Hagola	49	93.9	49	93.9
Total	491	87.0	507	89.3

- At eight sites in both the fall and the spring, over 85 percent of participating students passed science.

TABLE 6c

Passing Grades in Content Area Courses
(Social Studies), by Site

School	Fall		Spring	
	Number Enrolled	Percent Passing	Number Enrolled	Percent Passing
Abraham Lincoln	47	95.7	43	97.7
Franklin D.Roosevelt	53	79.2	55	94.5
James Madison	29	89.7	30	93.3
New Utrecht	80	90.0	97	89.7
Lafayette	73	76.7	74	75.7
South Shore	10	60.0	10	70.0
Edward Murrow	138	92.0	136	100.0
Forest Hills	50	92.0	49	91.8
Richmond Hill	14	64.3	17	82.4
Harama	14	78.6	14	92.9
Be'er Hagola	47	95.7	45	95.6
Total	555	87.4	570	91.8

- At least 85 percent of students passed social studies at more sites in the spring than in fall.

- Seventy-five percent of the project students who take the exam will pass the Regents C[illegible]petency Test in the content areas of mathematics, science, and social studies.

The project reported scores for 43 students who took the R.C.T. in mathematics. Of those, 38 (88.4 percent) passed. Twenty-four project students took the R.C.T. in science and 18 (75 percent) passed. In social studies, the project reported R.C.T. scores for 14 students, of whom 13 (92.9 percent) passed.

The project met its content area objective for receiving passing grades on the R.C.T.

- Seventy-five of the project students will secure a passing grade of 65 or more in business subjects.

More than 75 percent of the students enrolled in the business subjects of business skills, keyboarding, and computers received passing grades of at least 65. (See Tables 6d, e, and f.) The only negative aspect of this component of the project was that it did not provide students with sufficient exposure to the real world of business.

The project met its objective for business skill subjects.

TABLE 6d

Passing Grades in Content Area Courses
(Business Skills), by Site

School	Fall		Spring	
	Number Enrolled	Percent Passing	Number Enrolled	Percent Passing
Abraham Lincoln	--	--	--	--
Franklin D.Roosevelt	3	100.0	13	92.3
James Madison	7	100.0	7	100.0
New Utrecht	--	--	7	100.0
Lafayette	8	75.0	9	88.9
South Shore	--	--	--	--
Edward Murrow	87	95.4	22	100.0
Forest Hills	--	--	--	--
Richmond Hill	6	100.0	11	90.9
Harama	--	--	--	--
Be'er Hagola	45	100.0	45	100.0
Total	156	96.2	114	97.4

- In both semesters, at least 75 percent of students enrolled in business skills classes at all sites passed their courses.

TABLE 6e

Passing Grades in Content Area Courses
(Keyboarding), by Site

School	Fall		Spring	
	Number Enrolled	Percent Passing	Number Enrolled	Percent Passing
Abraham Lincoln	--	--	5	100.0
Franklin D.Roosevelt	8	87.5	8	100.0
James Madison	--	--	3	66.7
New Utrecht	5	100.0	6	83.3
Lafayette	6	83.3	5	60.0
South Shore	--	--	--	--
Edward Murrow	1	100.0	34	100.0
Forest Hills	--	--	--	--
Richmond Hill	3	100.0	6	66.7
Harama	--	--	--	--
Be'er Hagola	6	100.0	5	100.0
Total	29	93.1	72	91.7

- In the fall, over 75 percent of students at all reporting sites passed their courses in keyboarding. In the spring, this was achieved at five of the eight reporting sites.

TABLE 6f

Passing Grades in Content Area Courses
(Computers), by Site

School	Fall		Spring	
	Number Enrolled	Percent Passing	Number Enrolled	Percent Passing
Abraham Lincoln	2	100.0	--	--
Franklin D.Roosevelt	--	--	--	--
James Madison	4	100.0	1	100.0
New Utrecht	3	100.0	--	--
Lafayette	3	66.7	3	33.3
South Shore	--	--	--	--
Edward Murrow	20	100.0	4	100.0
Forest Hills	--	--	--	--
Richmond Hill	--	--	--	--
Harama	13	76.9	14	100.0
Be'er Hagola	3	100.0	5	100.0
Total	48	91.7	27	92.6

- Except at one site, over 75 percent of students passed their computer courses both semesters.

FORMER PARTICIPANTS' PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

This was the first year of the project, so there were no former participants.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

Familiarity with American Citizenship and Culture

While the project posed no objectives in this area, it provided a number of field trips for participants to acquaint them with various aspects of life in the United States. These trips included visits to the Statue of Liberty, Ellis Island, the Metropolitan Museum of Art, the Museum of the Moving Image, the Museum of Modern Art, and the Nicholas Roerih Museum. Participants also went on full-day trips to Cold Springs and to Washington, D.C.

Career Awareness

- Seventy-five percent of the participating students will demonstrate awareness of career choices and professional requirements as measured by a student assessment form.

OREA-developed student surveys were translated into Russian to measure students' awareness of career choices and professional requirements. OREA received 297 completed surveys from the project. Of those, 249 (83.0 percent) indicated that they had developed a greater awareness of career choices and professional requirements as a result of participating in the project.

The project met its objective for career awareness.

Attitude Toward Russian Language

- Seventy-five percent of the students will develop a more positive attitude toward the Russian language.

OREA-developed student surveys were translated into Russian to measure students' attitudes toward using the Russian language. Of the 297 completed surveys OREA received, 91.6 percent indicated that the students completing them

had gained a more positive attitude toward the Russian language after participating in the project.

The project met its objective for attitude toward the Russian language.

Grade Retention

The project did not propose any objectives for grade retention. None of the participating students were retained in grade.

Graduation

At least 75 percent of the project students who were enrolled in their senior year will graduate from high school at the end of the year.

Dropout Prevention

The project did not propose any objective for dropout prevention. Two students (0.3 percent of participants) dropped out of school.

Attendance

- The attendance rate of the project students will be equal to that of the school as a whole.

The attendance rates of project students were appreciably higher than those of mainstream students. (See Table 7.)

The project met its attendance objective.

Placement in Gifted and Talented Program

Students identified as gifted and talented were encouraged to participate in appropriate activities, such as the Olympiada, Bilingual Oratory Olympics, and special science projects. They were offered literary assignments. Paraprofessionals and peer tutors worked with several of these students on individual projects.

TABLE 7

Attendance Rates, by Site

Site	Attendance Rates	
	Project Students	Schoolwide
Abraham Lincoln	91.5	84.4
Franklin D.Roosevelt	94.0	87.6
James Madison	96.1	89.5
New Utrecht	96.0	87.6
Lafayette	88.7	82.8
South Shore	92.6	86.8
Edward Murrow	94.9	89.1
Forest Hills	98.1	85.6
Richmond Hill	92.6	86.4
Harama	95.1	83.2
Be'er Hagola	95.7	88.3

- Attendance rates of participating students were between 5.8 and 12.5 percentage points higher than those of mainstream students at the same sites.

CASE HISTORY

M. was born in Kiev, Ukraine, in 1976. He arrived in the United States in 1992 and enrolled at Franklin D. Roosevelt High School in the fall. At that time, he had no English skills. Initially intimidated and confused, he soon made excellent progress under the guidance of project staff. M. jumped three levels in E.S.L. and two levels in mathematics. In four months, he was able to write essays and express himself

easily in English. His attendance record was perfect, and all of his grades were in the 90s.

STAFF DEVELOPMENT OUTCOMES

The project did not propose any staff development objective for the year under review. The project provided workshops on bilingual education on a monthly basis.

CURRICULUM DEVELOPMENT OUTCOMES

The project did not propose any curriculum development objective for the year under review. Project staff, however, did develop curriculum material for Global History and Biology I.

PARENTAL INVOLVEMENT OUTCOMES

The project director reported that parents met regularly with project staff in individual advisement sessions. Parental involvement was a major component of the project, but staff found it difficult to stimulate participation. Parents did, however, meet the project's three objectives for their involvement:

- Seventy percent of parents of participating Russian L.E.P. students will have an improved involvement and understanding of their children's educational needs and career goals as result of participating in advisory council meetings, bilingual workshops, City University of New York bilingual education courses, or individual advisement sessions offered by project staff.

Project staff administered an OREA-developed Likert-scale questionnaire to evaluate whether parents felt they had improved their understanding of their child's educational needs and career goals. Of the 199 completed questionnaires returned

to OREA, 165 (82.9 percent) indicated an improved understanding of their child's educational needs and career goals as a result of participating in the project.

The project met its objective for improved parental understanding of student needs and goals.

- At least five parents of Russian LEP students will take some of the six college credits required in order to serve as bilingual paraprofessionals.

Five parents of project students registered during the spring semester at Adelphi for college credits toward becoming Russian bilingual paraprofessionals.

The project met its objective for parent enrollment in college courses.

- At least 30 parents and/or teachers, as measured by attendance records, will attend at least one of three workshops the project will offer on careers in bilingual education.

The project sponsored four workshops. These had an average attendance of 32 parents and teachers.

The project met its objective for attendance at bilingual career workshops.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENTS OF OBJECTIVES

The project met all of its objectives: E.S.L.; Russian N.L.A.; student performance on Regents Competency Tests (R.C.T.s) and Regents examinations; the content area subjects of mathematics, science, social studies, and business; career awareness; attitude toward Russian language; attendance; and parental involvement.

Participating students showed academic progress. All of the 623 participating students in grades nine through twelve were promoted to the next grade or graduated. Students showed sizable gains in English language proficiency, as measured by the LAB, and gains in native language arts, as indicated both by final course grades and the Russian language Regents examination.

Project services not only benefited the students academically but also increased their awareness of the importance of education: the attendance rate of participating students was appreciably higher than that of the mainstream population at all sites. Students' awareness of their career and professional goals and requirements increased, and they gained a greater respect for the Russian language.

Teachers attended monthly workshops provided by the project to increase their knowledge of bilingual education.

Parents of participating students attended college courses aimed at becoming bilingual paraprofessionals. Workshops proved useful to parents in improving their involvement in and understanding of their children's educational needs and career goals.

MOST AND LEAST EFFECTIVE COMPONENTS

Almost all components of the program were highly effective. The entire instructional component was particularly noteworthy. Quantitative data, reports of observers, and the feedback from those administering the program attested to the strength shown in this area.

Least effective components of the project were career development and parental involvement. Career development programming did not provide students with sufficient exposure to the business world, and while parental activities were excellent, the number of parents who took advantage of them was small. The project director stated that there will be increased efforts next year to involve more parents in the various activities available to them.

RECOMMENDATIONS TO ENHANCE PROJECT EFFECTIVENESS

- Explore additional techniques to increase students' acquisition of skills in mathematics, science, and social studies at those sites where a smaller percentage than expected passed their courses in these areas. Consider augmenting a peer- and paraprofessional-tutoring program to work with students during study halls or outside school hours. Consider also initiating a program of computer-assisted instruction.

- Explore ways to develop ties with business and community organizations and enlist their support in the career program component as stated in the proposal.

- Consider holding some parental involvement activities at sites closer to the homes of potential participants and at times more convenient to their schedules.

APPENDIX A

Instructional Materials

E.S.L.

Grade	Title	Author	Publisher	Date of Publication
9-12	Turning Point	Iantorno & Papa	Eddison Mesdler	1987
Intermediate	On Target	J. Purpura	Scott Foresman	
Intermediate	Variations	P. Duffy	Regents/ Prentice Hall	
9	In Contact I	Raht, Deaman, Levie, Brigg	Scott Foresman	
Mixed	Great American Short Stories	Draper	Prentice Hall	1985
Advanced	Contact U.S.A.	A. Malkey	Prentice Hall	
Advanced	Grammar A & B	Azar	Prentice Hall	
Advanced	Immigrant Course	M. Cucchiara		
Advanced	English for Changing the World	C. Banks	Scott Foreman	1994

N.L.A.

Grade	Title	Author	Publisher	Date of Publication
10	Povesti I Rasskazi	L. Tolstoy	Sobetskaya Rossia	
10	Russkiy Yazik	A. Dudnikov	Vishsaya Shkola	
	Russian Intermediate Reader	Mihalchenko	National Text Book Company	
	One Day in the Life of Ivan Denisovich	A. Zolzhenitsin	YMCA - Press Paris	
	Gulag Archipelago	A. Solzhenistin	YMCA - Press Paris	1991

Instructional Materials, cont'd.

Mathematics

Grade	Title	Author	Publisher	Date of Publication
10	Mathematics for the Real World	Jack Price	C. Merrill Publication	
9-12	Integrated Mathematics	Dressler & Keenan	AMSCO Publication, Inc.	1989

Science

Grade	Title	Author	Publisher	Date of Publication
9	Biology & Human Progress	S. Rosen	Global Book Company	1988
	Biology-Comprehensive Text	Schraer & Stone	Cebco Standart Pub.	
	The World We Live In	S. Nomovitz	Van Nostrant & Co.	1965
	A Study of Changing Planet	B. Daley	Allen & Bacon	
	Earth Science-Brief Review	J. Callister	Prentice-Hall	
9-12	Concepts in Modern Biology	D. Kraus	Globe Book Company	1984

Social Studies

Grade	Title	Author	Publisher	Date of Publication
9	Exploring Non-Western World	Schartz & O'Connor		
Mixed	Foundation in American History	H. Schwartz	Globe Book Company	1987
Mixed	Global Studies	H. Brum	AMSCO Pub.	1988
12	Exploring American Citizenship		Globe Book Company	1981

APPENDIX B

Class Schedules

9th Grade

Days	Period	Subject
M-F	8:45 - 9:20	Language Workshop
M-F	9:20 - 9:55	Global Studies I
M-F	9:55 - 10:30	E.S.L. Communication Skills
M-F	10:30 -11:05	E.S.L. Basic English
M-F	11:05 -11:40	Sequential Math III
L U N C H		
M-F	12:15 -12:50	Physical Education
M-F	12:50 - 1:25	Bilingual Biology I

10th Grade

Days	Period	Subject
M-F	8:45 - 9:20	Russian Literature
M-F	9:20 - 9:55	Bilingual Global History I
M-F	9:55 - 10:30	E.S.L. 2
M-F	10:30 - 11:05	E.S.L. 2
M-F	11:05 - 11:40	Sequential Math II
L U N C H		
M-F	12:15 - 12:50	Health Education
M-F	12:50 - 1:25	Bilingual Biology I
M-F	1:25 - 2:00	Biology Lab. I

APPENDIX B

Class Schedules, cont'd.

11th Grade

Days	Period	Subject
M-F	8:45 - 9:20	Business Education
M-F	9:20 - 9:55	N.L.A.
M-F	9:55 - 10:30	Social Studies
M-F	10:30 - 11:05	Advanced E.S.L.
M-F	11:05 - 11:40	Advanced E.S.L.
L U N C H		
M-F	12:15 - 12:50	Sequential Math
M-F	12:50 - 1:25	Health Education

12th Grade

Days	Period	Subject
M-F	8:45 - 9:20	N.L.A.
M-F	9:20 - 9:55	Social Studies
M-F	9:55 - 10:30	E.S.L. Transitional
M-F	10:30 - 11:05	E.S.L. Lab
M-F	11:05 - 11:40	12th Year Math
L U N C H		
M-F	12:15 - 12:50	Chemistry Lab
M-F	12:50 - 1:25	Chemistry I
M-F	1:25 - 2:00	Physical Education

APPENDIX C

BILINGUAL, MULTICULTURAL, AND EARLY CHILDHOOD EVALUATION
OFFICE OF RESEARCH, EVALUATION, AND ASSESSMENT
NEW YORK PUBLIC SCHOOLS
110 LIVINGSTON STREET, ROOM 732
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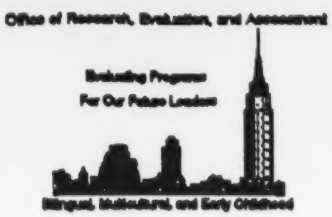

PARENT QUESTIONNAIRE
Spring 1993

Program: **SPECIAL COMPETITION FOR RECENT ARRIVALS**

4	3
1	2

Directions:	Please write the numbers that show how you feel in the boxes on the right.

How much has attendance at any of the following improved your understanding of your child's needs and career goals?

1. Program's advisory committee meetings?

Has not improved my understanding at all |__|__|__|__|__| Has improved my understanding a lot.
1 2 3 4 5

☐ 3

2. Parental workshops?

It hasn't helped at all |__|__|__|__|__| Helped me a lot.
1 2 3 4 5

☐ 4

3. Program's individual assessment session?

Has not improved my understanding at all |__|__|__|__|__| Has improved my understanding a lot.
1 2 3 4 5

☐ 5

Thank you for completing this form.

BILINGUAL, MULTICULTURAL, AND EARLY CHILDHOOD EVALUATION
OFFICE OF RESEARCH, EVALUATION, AND ASSESSMENT
NEW YORK PUBLIC SCHOOLS
110 LIVINGSTON STREET, ROOM 732
BROOKLYN, N.Y. 11201
(718) 935-3790

Student Assessment
Spring 1993

Program: **Project SPCOM**

4 3
6 7

Directions: Please write the numbers that show how you feel in the boxes on the right.

1. How has Project SPCOM changed the way you feel about using Russian in your classes?

I feel worse about it |__|__|__|__|__| I feel better about it
1 2 3 4 5

☐ 8

2. Being able to read and write in Russian has helped me to do better in school.

It hasn't helped at all |__|__|__|__|__| It has helped a lot
1 2 3 4 5

☐ 9

3. Project SPCOM helped me keep in closer contact with my Russian culture.

Did not help me at all |__|__|__|__|__| Helped me a lot
1 2 3 4 5

☐ 10

4. By keeping in contact with my Russian culture, I will learn more about myself.

Not true at all |__|__|__|__|__| Very true
1 2 3 4 5

☐ 11

5. Because of Project SPCOM, I am more interested in continuing my education next year.

I am **NOT** more interested |__|__|__|__|__| I am much more interested
1 2 3 4 5

☐ 12

6. Project SPCOM has helped me to do better in school.

Did not help me at all |__|__|__|__|__| Helped me a lot
1 2 3 4 5

☐ 13

7. Project SPCOM has helped me understand the need to prepare for my future at college or in a career.

Did not help me at all |__|__|__|__|__| Helped me a lot
1 2 3 4 5

☐ 14